



## East Cooper Montessori Charter

250 Ponsbury Road  
Mount Pleasant, SC 29464

<b>Grades</b>	1-8 Elementary School	
<b>Enrollment</b>	171 Students	
<b>Principal</b>	Jody Swanigan	843-216-2883
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	Average
2006	Excellent	Average
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

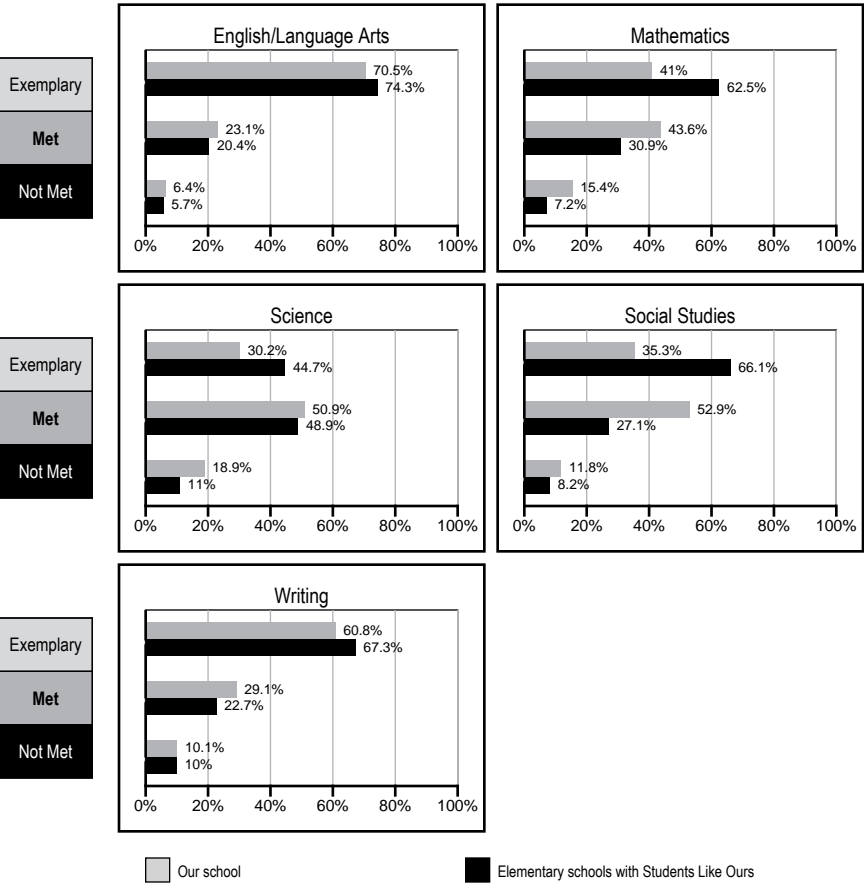
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	1	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=171)</b>				
First graders who attended full-day kindergarten	84.6%	Down from 100.0%	100.0%	100.0%
Retention rate	2.9%	Up from 1.9%	0.5%	1.9%
Attendance rate	96.4%	Down from 97.1%	97.2%	96.3%
Eligible for gifted and talented	47.4%	Up from 42.9%	39.1%	10.0%
With disabilities other than speech	4.1%	Up from 3.8%	3.9%	7.7%
Older than usual for grade	0.6%	No Change	0.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=17)</b>				
Teachers with advanced degrees	35.3%	Up from 33.3%	67.5%	59.4%
Continuing contract teachers	41.2%	Up from 22.2%	84.7%	80.0%
Teachers with emergency or provisional certificates	12.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.0%	85.9%
Teacher attendance rate	100.0%	Up from 98.9%	95.5%	95.1%
Average teacher salary*	\$40,683	Up 5.9%	\$48,355	\$47,149
Professional development days/teacher	11.6 days	Up from 10.0 days	9.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	6.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 20.0 to 1	20.4 to 1	18.8 to 1
Prime instructional time	96.4%	Up from 96.0%	91.9%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,341	Up 30.5%	\$7,531	\$7,458
Percent of expenditures for instruction**	62.0%	Up from 59.0%	67.4%	68.8%
Percent of expenditures for teacher salaries**	43.8%	Down from 45.5%	64.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Guided by the principles of Dr. Maria Montessori, East Cooper Montessori Charter School (ECMCS) offers an authentic Montessori education to elementary and middle school students in the Charleston County public school system.

The mission of ECMCS, in part, is to provide a rigorous Montessori education that guides children toward academic excellence and a lifelong love of learning. The school fulfills this aspect of its mission by offering an enriched and cultural curriculum that incorporates and extends district, state, and national standards.

Montessori education is rooted in the natural curiosity of children about life and the world around them. Students develop their abilities by posing questions, designing investigations, and gaining skills necessary to pursue their own research interests. Scientific and mathematical aptitudes, appreciation of history and timelines, literacy across disciplines, and the development of a student’s humanity toward the local and global community are all part of the curriculum at ECMCS.

The 2008-2009 school year was filled with many significant academic accomplishments. The school was again awarded the Palmetto Silver Award for Absolute Achievement. Also, ECMCS was the second school in Charleston County School District to be recognized in their Exemplary School Series. Lower elementary testing scores increased across the board and sixth graders scoring either “Proficient” or “Advanced” increased overall by 28.8%. We also graduated our second class of eighth graders. 25% of our graduates were recognized as Junior Scholars and the majority of graduates have the ability to register for honors level work in their future high school.

While under funding constraint challenges, particularly as monies received for student and classroom applications must be spent on facilities (unlike traditional or conversion schools) sound financial planning, strict budget adherence and the generosity of our stakeholders have solidified our ability to meet the needs of our students and accountability measurements from CCSD.

The second part of the school’s mission is to encourage stewardship of the greater community. Starting in the first grade, every student devotes at least 20 hours to an individual community service project called the “Yearlong Peace Project”. Crisis Ministries, Habitat for Humanity, and the SPCA are just a few of the many organizations our students volunteer their time to throughout the year. Students also create awareness of environmental concerns by recycling lunch trays and conducting beach and neighborhood clean-ups. Parent volunteerism is an integral part of the success of ECMCS and sets the example for students. Parents generously serve on the school board and committees, help out in the classrooms, research community resources to support the school, and speak at public events about the school’s mission. This year, parents volunteered over 6,000 hours.

Jody Swanigan, Principal  
Richard Hrick, Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.3%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	114	100	7	27.2	65.8	99.1	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	52	100	7.7	26.9	65.4	100	81.8	79.3	N/A	N/A
Female	62	100	6.5	27.4	66.1	98.4	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	5.7	26.4	67.9	99.1	95.8	89.5	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	74.8	73.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	14.3	21.4	64.3	100	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	3	I/S	I/S	I/S	I/S	I/S	74.9	75.5	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	114	100	18.4	39.5	42.1	92.1	81	78.9	Yes	Yes
<b>Gender</b>										
Male	52	100	15.4	38.5	46.2	94.2	79.3	77	N/A	N/A
Female	62	100	21	40.3	38.7	90.3	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	17	38.7	44.3	93.4	94.6	87.2	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	67.9	66.7	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	35.7	28.6	35.7	78.6	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	3	I/S	I/S	I/S	I/S	I/S	69.2	70.2	I/S	I/S

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	75	100	18.7	49.3	32	81.3	68.9	67.5
<b>Gender</b>								
Male	34	100	11.8	50	38.2	88.2	68.2	67
Female	41	100	24.4	48.8	26.8	75.6	69.6	68
<b>Racial/Ethnic Group</b>								
White	70	100	17.1	48.6	34.3	82.9	90.4	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	48.1	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	50.2	55.1

<b>Social Studies</b>								
All Students	73	100	11	50.7	38.4	89	76.8	72.3
<b>Gender</b>								
Male	36	100	5.6	63.9	30.6	94.4	75.3	71.5
Female	37	100	16.2	37.8	45.9	83.8	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	69	100	10.1	49.3	40.6	89.9	91.5	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	62.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	3	I/S	I/S	I/S	I/S	I/S	64	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	115	100	7.8	31.3	60.9	92.2	74.1	70.2	96.4	96
<b>Gender</b>										
Male	53	100	9.4	34	56.6	90.6	67.8	63.2	96.4	95.9
Female	62	100	6.5	29	64.5	93.5	80.6	77.5	96.5	96.1
<b>Racial/Ethnic Group</b>										
White	107	100	6.5	30.8	62.6	93.5	90.4	79.1	96.3	95.9
African American	4	I/S	I/S	I/S	I/S	I/S	59.2	57.6	97.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.9	97
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.1	62.6	94.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	17	100	11.8	47.1	41.2	88.2	29.6	26.1	96.5	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	59.1	58.9	96.8	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	29	100	N/AV	N/AV	N/AV	100
	4	26	100	11.5	19.2	69.2	88.5
	5	23	100	8.7	34.8	56.5	91.3
	6	16	100	12.5	50	37.5	87.5
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	8.3	25	66.7	91.7

Mathematics

2009	3	29	100	13.8	41.4	44.8	86.2
	4	26	100	7.7	53.8	38.5	92.3
	5	23	100	26.1	34.8	39.1	73.9
	6	16	100	37.5	37.5	25	62.5
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	25	16.7	58.3	75

Science

2009	3	15	100	N/AV	N/AV	N/AV	100
	4	26	100	19.2	57.7	23.1	80.8
	5	12	100	41.7	41.7	16.7	58.3
	6	8	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S

Social Studies

2009	3	14	100	N/AV	N/AV	N/AV	100
	4	26	100	15.4	46.2	38.5	84.6
	5	11	100	18.2	72.7	9.1	81.8
	6	8	I/S	I/S	I/S	I/S	I/S
	7	8	I/S	I/S	I/S	I/S	I/S
	8	6	I/S	I/S	I/S	I/S	I/S

Writing

2009	3	29	100	N/AV	N/AV	N/AV	100
	4	26	100	11.5	38.5	50	88.5
	5	24	100	20.8	25	54.2	79.2
	6	16	100	N/AV	N/AV	N/AV	100
	7	8	I/S	I/S	I/S	I/S	I/S
	8	12	100	8.3	25	66.7	91.7

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